

# Christian Education

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Vol. IV

March, 1921

No. 6

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## Reorganization of Religious Education in the Episcopal Church

### A Sermon for the Colleges

### The College Curriculum

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CHRISTIAN EDUCATION continues the *American College Bulletin* which was entered as second-class matter October 29, 1917, at the Postoffice of Chicago, Illinois, under the Act of March 3d, 1879, and is published monthly, omitting August and September, by the Council of Church Boards of Education in the United States of America, 19 South La Salle Street, Chicago, Illinois. The subscription price is 50 cents per annum; ten or more copies 40 cents each. 10 cents must be added if payment is made by check.

(Acceptance for mailing at the special rate of postage provided for in Section 1103, Act of October 3d, 1917, authorized on July 18, 1918.)

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# Christian Education

VOLUME IV  
OCTOBER, 1920-JULY, 1921

Published monthly, omitting August and September, by  
THE COUNCIL OF CHURCH BOARDS OF EDUCATION IN THE UNITED STATES  
OF AMERICA

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Chicago Office: 19 South La Salle Street, Room 404  
New York Office: 111 Fifth Avenue

# CHRISTIAN EDUCATION

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## REORGANIZATION OF RELIGIOUS EDUCATION IN THE EPISCOPAL CHURCH

BY REV. PAUL MICOU, ASSOCIATE SECRETARY, DEPARTMENT OF  
RELIGIOUS EDUCATION

In these days changes of administration in churches take place so fast that it is hard to keep up with them. But when one church has achieved the goal of complete unification of its central agencies it is worth the time of this Council of Church Boards of Education to hear of it.

There are no longer separate boards in the Episcopal Church. All the activities of the old boards, and of what might have been new boards had the former system been continued, are now being carried on by departments of the Presiding Bishop and Council, to wit, missions, religious education, Christian social service, finance, publicity and the nation-wide campaign. The General Convention elects a Presiding Bishop\* and surrounds him with an elected council of bishops, clergymen and laymen. This Council has the power of administering all general church affairs between conventions, and to do this organizes itself into departments employing expert administrators as secretaries to execute its wishes. The Council consists of twenty-four persons remaining in office until their successors are elected, 16 members being elected by each triennial General Convention. The Council meets four times a year; the departments, as frequently as they wish.

There is one interesting by-product of this reorganization. The women claim that because the General Convention did not elect any of their sex to the Council, they must organize separately as an auxiliary to the Presiding Bishop and Council. Hence seven great societies for different phases of women's church work have come together in the Church Service League, but the general church work for women (as distinct from special work such as the Church Periodical Club or the Church Mission of Help), will continue to be done by the Woman's Auxiliary.

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\*Heretofore the Presiding Bishop has held office by seniority, and until the next vacancy occurs the head of the Council is known as the President of the Presiding Bishop and Council.

The former Board of Missions was the only board which had large invested funds. It was easy, therefore, to make the Domestic and Foreign Missionary Society, the corporation administered by that board, the holding corporation for all the departments. There were no separate boards of home and foreign and women's missions, as in some other churches. The former General Board of Religious Education was also incorporated, but held very few trust funds. One reason for this is that the "Church colleges" have never been related to the Board of Education, as they all had independent existence before that board was created. The Commission on Social Service had never been allowed the privileges of a board, so it had no holdings to complicate the reorganization. Thus the whole matter was much more easily arranged than could be done by some churches which have a large number of incorporated boards with large holdings.

No doubt the reorganization was hastened by the nationwide campaign. The General Convention, having endorsed this joint project of the former boards, felt that a new grouping of the central agencies was necessary to see the campaign through and to make proper use of it. On its financial side the campaign meant not merely the raising of a sum of money, but a complete reorganization of the fiscal system of the church. Under these circumstances, it is not to be wondered that in the first year the campaign did not reach its goal, but it did double the gifts of the church, and reached the people of small means in the congregations as never before. The church will gather momentum and the third year will probably see the annual goal of nearly fifteen millions achieved. After that there will be a new survey and a new goal set for the next triennium.

Those who hear or read these words will be most interested in the reorganization in religious education. There is one fundamental principle here which will tell the story in a word. The department surveys the field of religious education, and, having discovered the major problems, creates *commissions* to solve them. These commissions are boards of strategy, thinking ahead of and planning for the local worker who cannot see beyond his own parish and community. If a commission solves its problem, it is discontinued. Thus the department does not aim to build up work over all the country financed



from the central Council, but rather to stimulate the dioceses to be responsible for such work. Furthermore, the commission plan enables the department to use the ablest men and women in the country along the lines of their interest and special talents. To date over two hundred different people are being used in thirteen commissions, and their wishes are being executed by five secretaries. Without this method of working by commissions a much larger staff of secretaries would be needed and not so much good will created or co-operation secured throughout the country. On the staff one secretary may be assigned to several commissions according to his special abilities. A list of these commissions will show the lines along which the department is working in 1921 :

Commissions on

Student Work.

Survey of Church Colleges.

Recruiting, Training and Admitting Men to the Ministry.

Advancing the Church's Interests Among Boarding Schools.

Teacher Training.

Development of Primary Courses of the Christian Nurture Series.

Development of Senior Courses of the Christian Nurture Series.

Provincial Boards of Religious Education.

Vocational Guidance and Recruiting of Young People.

The Church School Service League.

Pageantry.

Registration and Reference of Church Workers.

Co-operation with Public Schools for Week-day Religious Instruction.

My own field is the college and university work, and here we have found it desirable to give undergraduate students their own organization which is an auxiliary to the Presiding Bishop and Council, just as the women's work is auxiliary. This organization is called the National Student Council of the Episcopal Church and has given the students a very healthy share in the work and a voice in its control. This Coun-

cil is a body of people made up to represent the students themselves, professors, clergy in college communities, bishops, and secretaries and members of the Presiding Bishop and Council. It is the executive body through which the various departments secure action on the plans they develop for college students. It has also proved a means of binding together the widely differing college church organizations through a program of work (worship, religious education, church extension, service and meetings) which it requires each society or club to adopt before it can become a "unit." To date there are thirty-nine units, and others are applying for recognition.

We are not following the plan of some of the churches for a large number of college or university pastors supported by a central board, but are working through special workers in the local church receiving diocesan aid where necessary. However, there are at present seven men in as many colleges, who are specially related to me in a policy forming group. In each case they do the local work as it would normally be done if the Department of Religious Education did not share in it, but they regard their college fields as laboratories where policies can be tried out which have been determined in our meetings two or three times a year. They also represent our department in student meetings and conferences in their section of the country, do a small amount of visitation of other colleges, and act as registrars of students who volunteer for salaried lay work in the church, for mission fields or for the ministry. This plan enables us to build for the future on sure foundations, and renders it unnecessary to keep a large staff of secretaries for college work. We never lose sight of our principle, that "wherever expedient the parish should be the unit through which college work is done." We have a mailing list of about 250 clergy in college communities on whom we count for the spiritual oversight of our students in the normal schools, colleges and universities to which they minister.

**A SERMON FOR THE COLLEGES**

BY THE REV. CHARLES H. PARKHURST

Editor's note: This sermon was recently delivered at the Manhattan Congregational Church, New York City. The title here given was coined by the editor, not by Dr. Parkhurst. The significance for Christian education of the truth here so eloquently set forth is all the greater because the speaker was not making a formal educational address.

"And Adam and his wife hid themselves from the presence of the Lord God amongst the trees of the garden." Genesis, chap. III; v. 8.

The garden of the Lord concealed from Adam and Eve the Lord of the garden. Your own minds, I am sure, will have a quick presentment of what that foreshadows, and of the truth, half concealed, and half told, in this antique imagery. The subject is recent and relevant to the New World, although in our verse put upon canvas in colors that are Oriental. The garden of the Lord concealed from Adam and Eve the Lord of the garden. It became an instant question therefore either of more Lord or of less garden. The Lord Himself chose between the alternatives, and out among the thorns and thistles the race began to evolve from the godlessness in which by the luxuriance and deliciousness of paradise they had first become involved.

This pictorial story is so true to *present* facts, it seems strange it should ever have been discredited as a just record of *original* facts. The air was so full of verdure that it turned blue into green and barred out the sky. God and Adam were on opposite sides of the trees. The creature swallowed the Creator. The gift rubbed out the Giver. God did not turn Adam out of paradise till Adam had turned God out. The luxury of the garden thronged the ground and loaded the air. Adam was incompetent to contain God and the garden at the same time. It is dangerous to be comfortable. Being so cosily and deliciously fixed cost Adam his piety and then his integrity. The story becomes then like a mirror made so many years ago that discrepant legends have gathered about its construction, yet if you look into the mirror it returns your face to you as fairly and faithfully as it did that of its manufacturer a millennium ago.

It is a long lesson to learn to be able to keep the garden of the Lord, and the Lord of the garden both. Adam stumbled over the lesson, and we, his remote progeny, are still conning and tussling with it. We hope to be able to get along in the new garden when it comes, with all the elegance of furnishing and deliciousness of fruition it may be garnished withal; but as yet conveniences are perilous; to be more than about so comfortable is hazardous; the tree easily becomes bigger than the Lord, and our problem is still that of the Hebrews—how we can enjoy the quails and at the same time be kept from leanness of soul. Adam was scuttled by the devil of luxury, and swamped in the sea of his own felicities. “And Adam and his wife hid themselves from the presence of the Lord God amongst the trees of the garden.”

#### THE PERIL OF THE GOOD

Adam's felicities were of an innocent nature to be sure. It was not apples of Sodom, but God's own apples of knowledge that he tasted, and in the very thick of God's woods that he and God became separated from each other; which is one of the clever touches in the picture. It was a clear part of the painter's intent to have us understand that it was not poison, but good, wholesome food that ruined Adam; and that it was not one of his owned wicked inventions, but God's own garden verdure and luxuriance that, practically emptied Eden of the divine nearness and presence. So closely did Adam cleave to it that the Maker's own tree concealed from him the tree's own Maker. There is no blessing so blessed that the unilluminated side of it will not fall off and darken down into a curse. All the planets that dance even about the sun are black on their off side. The better a thing is, the more harm it is capable of doing. The pillar of cloud differed from the pillar of fire not in identity but in circumstance. Security is prolific in peril, and the best of things may be mother to bad effects. So that when we are trying to avoid Adam's mistakes, in our own little paradise, we shall need not only to keep one eye on the serpent that has crawled in from without, but also to deal very warily with the trees that God has Himself planted in the garden, and the apples, even the apples of wisdom and the apples of life, that God's own fingers have hung upon their branches.

It is often a matter of wonderment with us that God allows His people, so many of them, to be distressed. If indeed He is an omnipotent and affectionate Father, why is it that He does not create about us gardens of comfort and luxuriance, instead of pasturing us upon wildernesses characteristic for nothing so much as their barrenness? A lesson that I learn more of almost every day is how much of anguish there is in human lives, either expressed, or more likely undivulged, or more likely still, undivulgeable. My friend, I judge from experience, from observation, and from the tenor of scripture, that we have even now more comfort than we can get along with to advantage. There comes to me quite frequently from the distressed and bereaved the request to be remembered in the prayers of God's people. I confess to you frankly that I believe those of us who are not afflicted need vastly more praying for than those who are. Sometime we are going to thank God more fervently for what have been our subtractions, than we now do for our additions, and learn to read every cross as a plus sign. More grace is needed to keep a prosperous man erect than one who is unprospered. It has occurred over and over again, just in the midst of my own congregation that a man has had to be driven out of his garden into a sand lot and a thistlefield before he could recover his manhood and find his God again. Like the Hebrews, we pray for quails and very likely get them, and along with them get something we did not pray for, and something too that is a good deal harder to lose than quails are to catch. "Whom the Lord loveth he chasteneth," which is another way of saying than when the garden has become so packed with trees, and the air so clustered with blossoms as to keep the daylight from sifting in, he cuts a swath through the midst of the garden, that we may be reminded again that there is a sky as well as a ground, and that down upon some of the verdure that remains, rifts may be opened through which the heavenly light shall touch and play. Am I mistaken in thinking that there are some garden plots right in your midst that have grown up so rich and rank that the very verdure has come to intervene and hide between the tenants of the garden and the Lord of the garden?

Thoughtful and devout minds have felt this, and have tried to escape the peril it involves; have sometimes done of themselves what Adam had done for him, exchanged their gar-

den for a wilderness; voluntarily renouncing life's comforts and amenities. It is easy to satirize the absurdity of such renunciation; but whether it is absurd or not, depends; depends upon whether the luxuries are renounced because of the evil inherent in the luxuries, or because they embarrass our attainment of benefits that are of a still better and more necessary sort; just as we would pluck up roses growing in a cornfield, not out of disrespect for or misappreciation of the roses, but because they absorb that strength of the soil that needs to be diverted to the maturing of the grain. And I am sure we shall be agreed with one another in this, that in recent years there had been growing in the midst of the ranks of standing corn a profusion of roses, that, however beautifully they may diversify the field of grain, were nevertheless sapping the vigor of the soil, and purchasing their own beauty at the expense of energy that ought to go to feed the blade, swell the ear, and round and color the full corn in the ear; and that the garden of the Lord had become so compact in its verdure and so luscious in its bloom and fruitage as to crowd the air and fill the light, and that from us too, the progeny of Adam, the garden of the Lord was concealing the Lord of the garden.

#### A REMARKABLE PARADOX

Singular as may seem the statement, one of the greatest obstacles that Christianity has now to confront is civilization. It is brought as a charge against the Gospel that its power over men varies inversely with the civilizing results already wrought in their midst. There is a degree of truth in the charge. The same amount of evangelical work will affect more religious results in a Fiji than in a New Yorker. A given amount of sowing will issue in larger harvests below 14th Street than it will above. The church is working its most rapid results on heathen soil. Foreign missionary work is yielding the best dividends in proportion to the amount of money invested. To a degree, then, the charge can be sustained, although there is nothing new or fresh in the charge and it involves no originality on the part of the plaintiff. It is all in the Book. Christianity is doing in this century all that it claimed a competency to do in the first century. It is in fact among us just what it was in promise in Jerusalem. Jesus worked almost uniformly at the mud-

sills of society, endured the Sanhedrim, but courted the sinners and reclaimed the harlots. He civilized people, but avoided civilized people. Degradation is more accessible than respectability; that is taught by the words of Christ and His apostles and by the example of their ministry. The church has from the beginning been recruited first of all from the ranks of the unlettered, the unmoneyed and the ignoble. The Christian church is in this respect like a tree, that its roots are in the ground (more or less soiled therefore). When Paul wrote that "Not many wise men after the flesh, not many mighty, not many noble are called," he allows the substance of the objection, and concedes that those influences of blood, money, manners and letters, rather indefinitely grouped under the term "civilization," are a hindrance to the Gospel and an embarrassment to the Holy Ghost. This, however, consists perfectly with another fact: that there is no force that yields civilization so readily and prolifically as Christianity does. Christianity is the mother of the best civilization, but like David, raises up a foe in her own house, and is in constant danger of being devoured by her own offspring. The very results yielded by Christianity in the shape of respectability, and wealth, and power, and culture, and elegant refinements, come in to obscure the root itself out from which they are sprung. It is like a tree shaded and hindered by its own verdure. It is like the sun waking up the mists in the morning; its beams like so many nimble fingers, weaving a veil to hang across the face of the sun, till it defeats its brightness by its own shining. We become indifferent to the cause in our engrossment with its effects, and the old fact becomes true again, that the garden of the Lord conceals from us the Lord of the garden.

#### THE TREE OF KNOWLEDGE

One of the trees behind which the face of the Lord becomes hidden from us is the tree of knowledge. We shall mention only two or three of these briefly; but there is propriety in mentioning that first. It is the first historic instance wherein a good thing demonstrated its capacity for mischief. It is the first card laid down by Satan in his long game of trying to ruin men by the seductions of civilization. The tree was of God's planting to be sure, and knowledge is no doubt good; but



from the first the devil has been a learned devil, and has posed as the patron of erudition. "Eat the fruit of the tree," he said, "and ye shall become as gods." That "knowledge puffeth up," was known by Satan before it was stated by Paul. Knowledge is the fruit of the tree that stood in the very midst of the blessed garden; but knowledge is regularly accompanied by its shadow in the shape of a consciousness of knowledge. Consciousness of knowledge is more stultifying than ignorance, and is essentially atheistic; atheistic in this sense: that it converts present cognitions into a barrier that blocks the entrance of the heavenly light and thwarts the Holy Ghost. The tree grew in God's garden; so our schools have been planted and fostered by the Christian church. Still the multitudinousness of books, ideas, theories and philosophies, out into which the schools have blossomed, tends to work that intellectual complacency, and that conceit of knowledge, which blurs every heavenly vision, discredits the wisdom that is from above, and routs the Redeemer. "Not many wise men after the flesh are called." Athens bent to the Gospel with the condescending courtesy usual to elegant learning. The arrow aimed at the sun ends at last by pricking into the dirt.

A college may be christened with Christian baptism only to become at length a smithy for the forging of spears to pierce afresh the side of the Crucified. Our science, mothered by the church, easily grows supercilious and blatant and turns matricide. Even the sun lifts the mist that befoes the sun. One single electric light out on the square extinguishes the stars, and the shining of the low-lying moon snuffs out all the constellations of the firmament. The garden of the Lord grows up at length into such prodigality of leaf and flower as to conceal the the Lord of the garden.

#### THE TREE OF AFFLUENCE

Another tree behind which the face of the Lord becomes hidden from us is that of affluence. There is an advantage in distinctly recognizing that as being likewise indigenous to paradisaic soil. Even Scripture takes pains to show its respect for men that are in comfortable possessions and repeatedly gives us detailed inventory of their assets. "Money answereth all things." The first African convert, Luke is interested to tell us,



was chancellor of the Queen's exchequer. It seemed to gratify Luke to think how much money the Ethiopian was in the habit of handling. Even the dead body of our Lord was indebted to the rich Arimathea for a tomb to be buried in. It was not necessary for Matthew to say of him that he was a *rich* man of Arimathea, but he took evident pleasure in it, and the Holy Spirit that inspired him found nothing in the way of it. And there is no soil so fitting to foster *this* growth also, as Christian soil. In no company of a thousand people brought together outside of Gospel ground could you find so many men whose property counts up among the high figures as you can in our assemblies that gather in our churches Sunday by Sunday. The tree of wealth verily like the tree of knowledge has its best rooting in the soil of paradise. We should no sooner think of speaking a disparaging word of money than we should of knowledge. But as knowledge trails behind it its shadow (as we have seen) so money is regularly attended by its shadow. Knowledge becomes conscious of itself and so atheizes. Wealth becomes conscious of itself and so atheizes. The sun lifts the mist that befores the sun. It is not easy to become very learned without getting lost in the world of our own erudition. It is not easy to become very rich without becoming lost in the world of our acquisition. The Gospel has a hard stint to save either a philosopher or a millionaire. Money is just as holy a thing in one way as wisdom is in another. But it makes not the slightest difference how holy a thing is, if, like Adam, the Lord is on one side of it and you are on the other. And the more this consciousness of money is developed the more truly the man becomes encased in a little world that is all his own, and the more impervious to any influences that bear upon him from without. The verdure becomes so thick that the sky gets rubbed out, and the tree so broad and massive that the Lord God shrinks into invisibility behind it. And, although a tree in God's own garden, wealth operates still farther in the same direction by destroying sense of dependence upon the higher power. Animals are domesticated by hunger, and men religionized by bread-and-butter necessities. There is just a little incongruity, in a man praying, "Give us this day our daily bread," when he is confident that he has already convertible assets ample to keep him in bread for a thousand years. Wealth induces a sense of suf-

ficiency and of young almightiness that checkmates the Gospel and embarrasses the Blessed Spirit. This then is another illustration of the way in which civilization, although the outcome of the Gospel, nevertheless naturally works back discouragingly upon the Gospel.

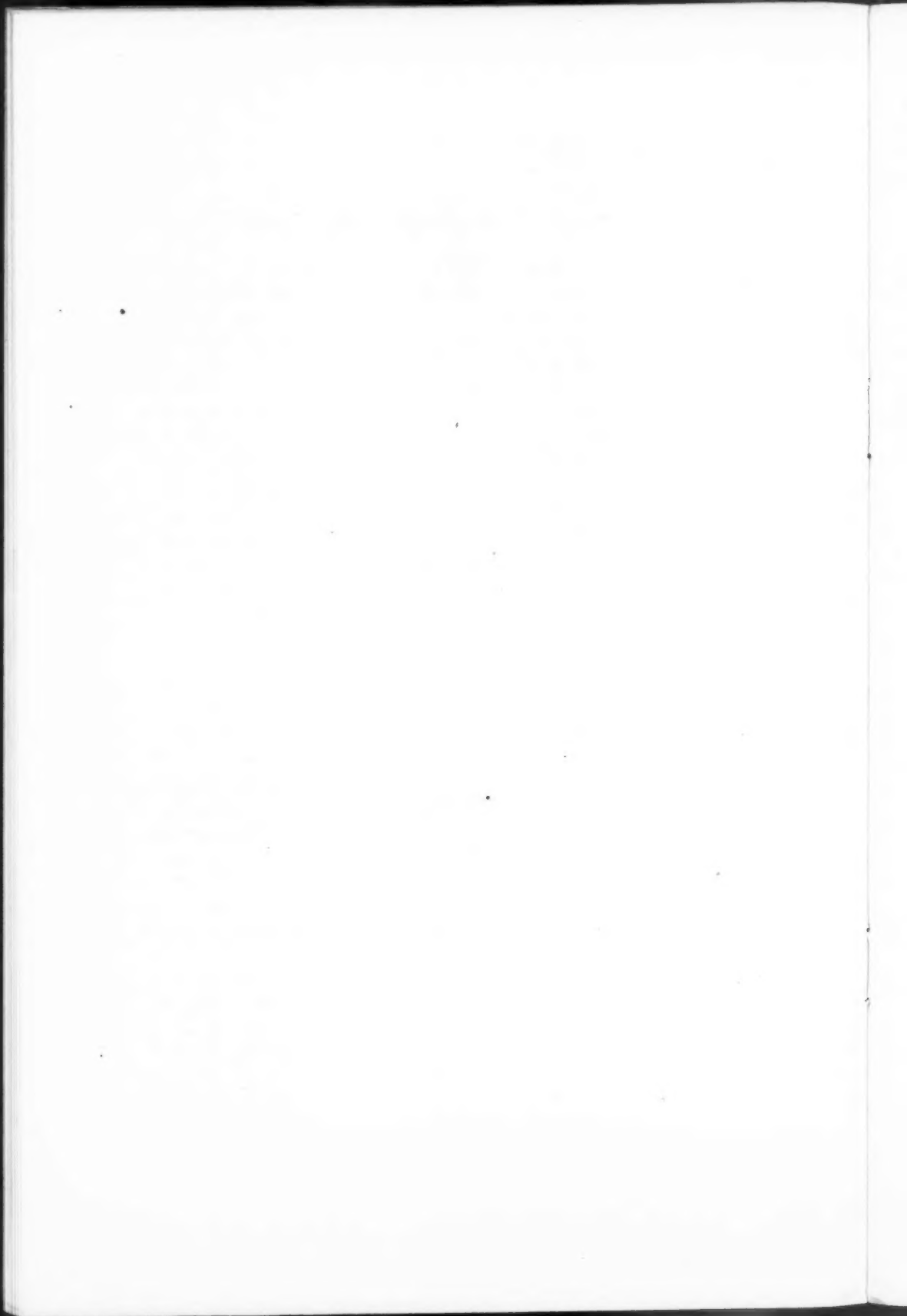
#### THE TREE OF RESPECTABILITY

I mention only one other tree in God's garden, and that is the tree of respectability. More evidently, perhaps, than either of the others, it is the outcome of heavenly soil. The Gospel has always displayed a surpassing power in diffusing ideals of excellent behavior, in grappling with the coarser lusts of men, and taming then into habits of regularity and propriety. At the same time, when a man by the impact of the truth, or by the pressure of sentiment, or by the fear of consequences, but without having been interiorly and vitally renewed, has had just enough outward effect produced upon him to start in him an incipient and callow sense of goodness; such a man composes the very toughest material with which the Gospel has to contend. I dread respectability more than I dread original sin. The devil of decency is more incorrigible than the devil of dirt. The hardest man in college to teach anything is a sophomore, because he knows just enough to tickle his vanity without knowing sufficient to appreciate the brilliant reach of his stupidity; which is precisely analogous to the class of people I have just now in mind; good enough to enjoy their goodness but neither quite good enough nor quite bad enough to know that the only hope for them is in being inwardly renewed and thoroughly born again. I would rather, as a minister of the Gospel, deal with a man that has no taint of decency about him, than to preach to one inwardly unrenewed but treated to an outward "wash" of elegant proprieties, what the Lord called whited sepulchres, white-washed charnel-houses; and I am stating in my words only what the Lord said in His words to the silver-plated Scribes and Pharisees. "The publicans and the harlots go into the Kingdom of God before you."

These are three of the trees then, Wisdom, Wealth and Decency, behind which we hide and lose the visibility of the Lord. Good, all of them, sprung from holy soil, but sufficient either of them to hide from us the face of the Almighty God

when He is upon one side of them and we upon the other. In this way civilization, the first begotten and well-beloved child of Christianity, stands with poinard drawn to thrust into the bosom of its own mother. And I want to say only one closing word to the men and women here that are Christians. Whether, or not, current civilization is to be erased, and history started again in some new thorn pasture and thistle bed, beyond the cherubim and outside the gate and the flaming sword, God only knows. But you see our danger and you see our hope. The trees are growing up rank; the verdure is profuse; the air is clustered with blossom, but the Lord is in the garden; keen in the range of the Lord's eye. If you have money, bless God for it, but keep on God's side of it, not shrivel in the eclipse made by it when you hide on the off-side of it; and if you can't keep your money and your God both, let God take away your money before your money takes away your God. Pretty soon we shall lose our money anyway, and then we shall be poor indeed, standing up before the great white throne with no money and no God either; no bank stocks and no corner lots here and no mansion either in the new city on high.

The great Lord save our civilization and save us from the power of our civilization; keep us where we can see His face and hear His voice in spite of the trees! But, at any rate, the Lord save our race and save our country, more trees or fewer; fill the air with His presence, shoot rays of light through the leaves and between the blossoms, our eye look steadily into His eye, and we, the tenants of the garden, walk evermore in obedient and loving fellowship with the blessed Lord of the garden!



## THE COLLEGE CURRICULUM\*

By DR. KELLY.

This paper on the College Curriculum is published concurrently in the March issue of the Association of American Colleges' Bulletin.

The material here presented is taken right out of the laboratory. In the office of the Association and the Council of Church Boards of Education numerous studies of college curricula are being carried on and are in different stages of development. The fundamental material of these studies is furnished by the American Education Survey to which reference was made at some length at the last annual meeting of the Association.

As indicating not only something of the method of procedure, but that a consistent policy has been pursued in making the computations upon which the charts are based, the formula in terms of which the graphs have been constructed is given.

The method is yet in its elementary stage. It has been used in graphing approximately 75 cases, and is suggested as a tentative method of procedure. Before anything of finality is reached, about 300 programs covering institutions of all kinds, from all sections of the country, both those accredited by sectional and national associations, and those not so accredited, should be examined. (The credit allowed for elementary and intermediate Chemistry, for example, should be ascertained by canvassing the practice of a large number of institutions of good standing.)

(For Counting):

1. The measure of comparison is the semester hour, of which 120 to 128 are required for a degree. Term hours,

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\*The charts have been made under the immediate supervision of Miss Lura Beam, Associate Secretary of the Council of Church Boards of Education, who is chiefly responsible for the technique. Other members of the staff and numerous college officials have made valuable suggestions as the work has progressed.

credit hours, points, units, etc., were changed into semester hours.

2. Only courses actually given in the year of the catalog announcement are counted.

3. Only courses for which undergraduates are eligible are counted.

4. Only courses for which credit is specified are counted.

5. Two laboratory hours are counted as one recitation hour.

6. Two hours practical work in Physical Education are counted as one recitation hour.

7. On a sliding scale of credit (e. g., 3 to 4 hours) the lower is taken.

8. Elementary and intermediate work in foreign languages (even when 8, 10 and 12 hours credit are stated) are counted as 6 semester hours per annum.

9. Courses in "Methods" are counted under their respective departments unless they are taught by specialists in the Department of Education.

10. Foreign language courses given in English are classified under "Latin in English," "English," "History," etc., depending on the department offering them.

11. The number of hours given to junior college work and senior college work respectively are recorded.

(Many of the graphs show this difference by shading work for which only juniors and seniors are eligible.)

12. The written record is arranged in the descending order of succession, the department offering the greatest number of hours in the first place, the next greatest in the second place, etc.

(For Graphing):

13. The department offering the greatest number of hours is put in the center of the graph, the two next in order on either side, and this is followed down through the smallest departments.

14. Twenty-four semester hours are counted as a major; the combined offerings of departments teaching this amount constitute the area of specialization.

We report now upon a study which the Council of Church Boards of Education is making of certain colleges with Congregational affiliations. In the first place, twenty such colleges were selected from those whose data were accessible and comparable; colleges located in Florida, Georgia, Ohio and farther west. From the curricula of these colleges the median curriculum was calculated and constructed. The area of specialization in this curriculum included but seven departments: Latin, Greek, Mathematics, English, Chemistry, Biology and French. That is to say, the median Congregational college advertises a major in these seven subjects only. Not too much importance should be attached to this median curriculum since it included colleges of different stages of development. The fewness of these departments, however, and the fact that for the most part they are what may be called the "old line subjects," immediately attracted attention and led on to further investigation.

In these subjects the emphasis is placed consistently upon the major departments. The fact is not lost sight of that many colleges emphasize their minors which are brought together in groups. Sufficient justification for the present limitation of field is found in the fact that one thing at a time should be done. The question as to the different educational emphases found in the major system and the group system will be referred to later in this discussion and should be subjected to careful study by the Commission another year.

A word of explanation is given as to the meaning of the legends on the charts.

The *hours advertised* is an exact statement taken from the catalog of the college, deducting courses for which credit is not given and courses offered in alternate years as indicated in the formula above.

*Hours offered* is the exact statement of the institution

as to the courses offered, i. e., for which students registered and which were taught during the year for which the study is made. If the amount offered is less than the amount advertised, the degree of difference is indicated by single crosshatching; if the amount offered is greater than the amount advertised, the difference is indicated by double crosshatching.

*Semester hours earned* shows the quantitative relationship of departments as it is determined by student enrollment. To secure the earnings of each course the number of students in each course is multiplied by the number of semester hours credit granted by that course; the addition of the earnings of all courses within a department results in the total earnings of that department. This departmental product is expressed in horizontal bars applied over the diagram of advertisements and offerings. It is constructed differently from the original diagram to show that it stands not for semester hours advertised or offered, but for semester hours earned by student enrollment. The scale of construction is sixty-four times smaller than the scale for semester hours advertised and offered. The bars are comparable among themselves.

This process has the crudity of all quantitative measurements. It was thought inadvisable to introduce the qualitative measure (i. e., the amount of A, B, C, D, E and F credits) into a study already composed of several elements. It may later be considered in an individual study of that issue alone.

There is no way of showing without a supplementary study, the proportion of subjects prescribed and subjects elected in these particular cases. (The general practice of American institutions in the matter of prescribed subjects has been reported by the Bureau of Education.\*

It must also be observed that the representation of subjects usually known as of junior and senior rank, e. g., Economics and Astronomy, in which ordinarily relatively few students register, will be smaller than that of subjects open to registration in all four years and smaller than



subjects taken by the larger numbers of sophomores and freshmen. This difference is more conspicuous in small institutions.

*The advertised opportunity for specialization* shows the departments in which at least a major (twenty-four semester hours) of work is advertised during the school year under observation.

This study ignores all courses offered in alternate years or more seldom. It was originally meant to ascertain the full offerings of every institution, but the varying practice of colleges in their catalog statements led to confusion in interpretation and resulted in the only method of counting which can be consistently applied without individual correspondence. Manifestly this is a hard measure for the very small college and the struggling department.

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\*Bureau of Education. Bulletin, 1920. No. 7.

# A CONGREGATIONAL MEDIAN COLLEGE

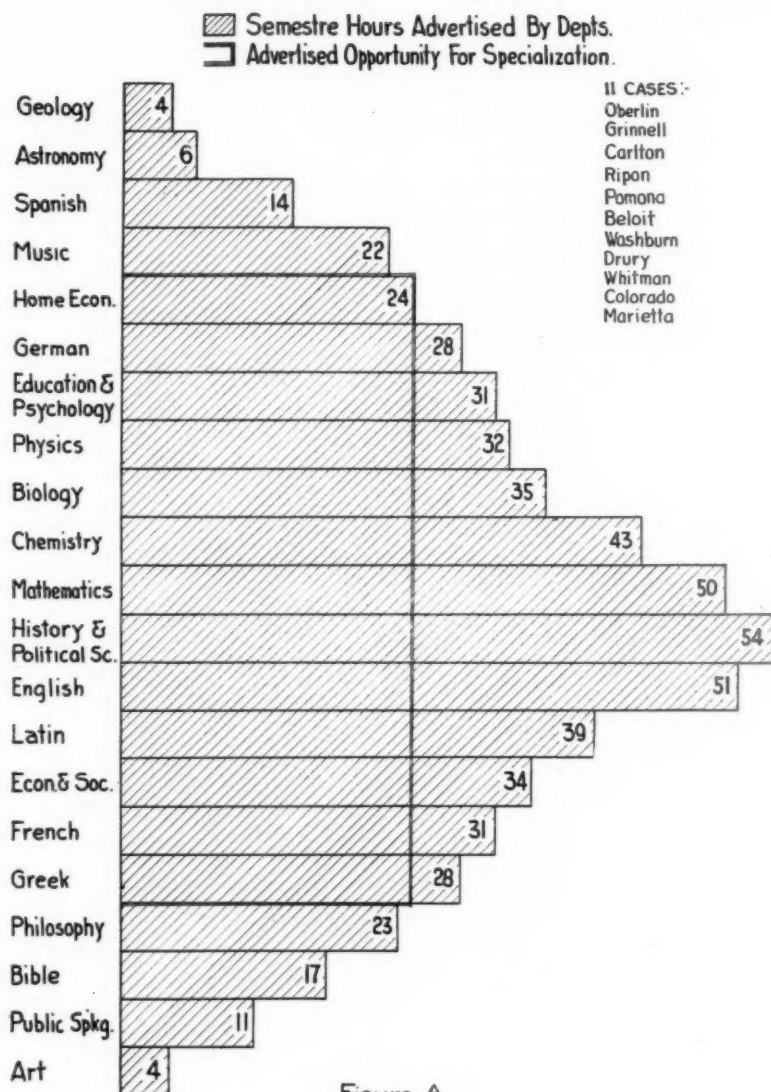


Figure-A

Figure A is the Median Curriculum made up from the catalog announcements of the Congregational colleges on the lists of leading standardizing agencies, except that the data concerning Knox and Middlebury are not included in this chart. This Median Curriculum includes as majors, Home Economics, German, Education and Psychology, Physics, Biology, Chemistry, Mathematics, History and Political Science, English, Latin, Economics and Sociology, French and Greek. Perhaps this might be called the administration's idea of what a standard college curriculum ought to be, or of what a standard college ought to be prepared to offer to its students. At least, this is the Median of what is announced in the several catalogs.

All the subjects in the first list given are included but the list as a whole is not so definitely restricted to subjects which may be called disciplinary or cultural.

In this Median college opportunities are announced for majoring in two ancient and two modern languages and in five sciences (including the ancient subject, Mathematics, and the modern subject, Home Economics). It is noteworthy that History and Political Science stand first in the number of hours offered, and that Education and Psychology and Economics and Sociology are included among the majors. It is equally interesting that Philosophy falls somewhat short of a major as does Music, while less than a minor is offered in Bible, Public Speaking and Spanish. A total of twenty-one departments are announced.

This medium of institutions of a specific group is subject to all the difficulties of combining not exactly similar things. These institutions have their idiosyncracies. History and Political Science were combined to carry out the practice of the greater number of cases. If they were not so combined, English would be the core of the curriculum. If they were cut apart, there would remain a major in History: Political Science might in some cases have to be buttressed with Economics or Sociology to make a full twenty-four hours' work in any given year. The two latter departments, generally restricted to the junior and senior years would not, if separated, make potential major subjects. There would, however, be enough of their point of view adequately to broaden any allied subject and hence make a unit.

In the same way, if the Education and Psychology were cut apart, a major in Education would remain but not one in Psychology. Psychology, if grouped with Philosophy would make a major in that department. The work in Home Economics just achieves twenty-four semester hours by the inclusion of all the work in Methods of that department. It would not reach it on technical work alone.

The work in Music might very possibly be a major subject if all institutions definitely announced their full credit.

There would surely be a median minor in Bible if courses given in alternate years were included, but this measure is omitted for every institution and every department.

# A COLLEGE OF 700 STUDENTS

Semestre Hours Earned By Departments.

1919 - 1920

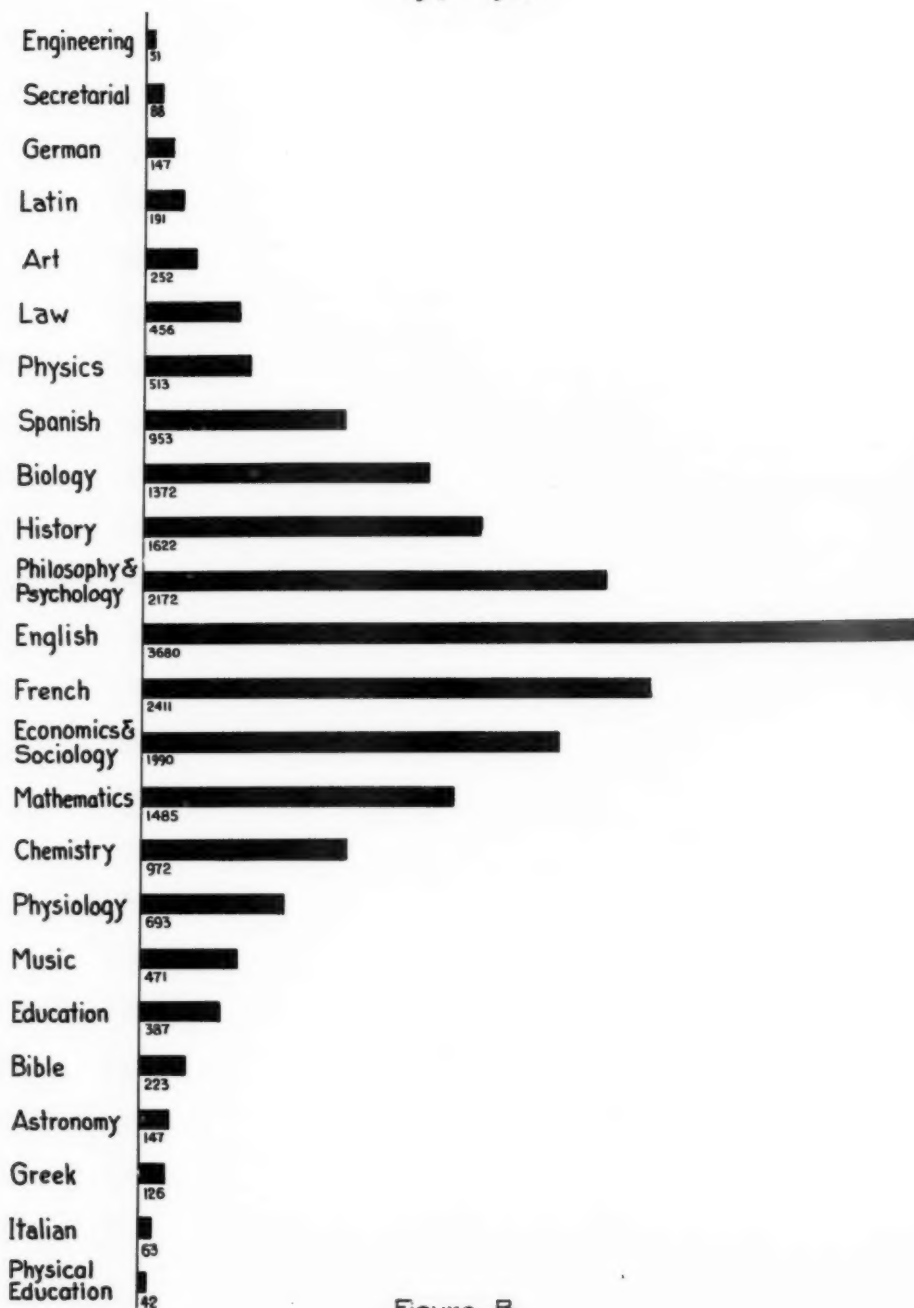


Figure-B

## FIGURE B

This figure shows only the semester hours earned in the several departments of a coeducational college of 700 students. English leads all other departments, with French second, Philosophy and Psychology, Economics and Sociology, History, Mathematics, Biology, Chemistry and Spanish following in order.

The total semester hours earned in these nine departments is 16,657 as compared with 3,850 in fifteen other departments. This is a striking illustration of the tendency toward concentration in student election and raises anew the question as to whether the tendency of many curriculum builders toward horizontal spreading is economically or educationally justified.

Not only does this chart show the tendency toward concentration in hours earned by students but also the tendency toward the modern socialized subjects in the curriculum. Of the nine leading departments, only two, Mathematics and Philosophy, belong to the traditional college course.

## A COLLEGE OF 1000+ STUDENTS

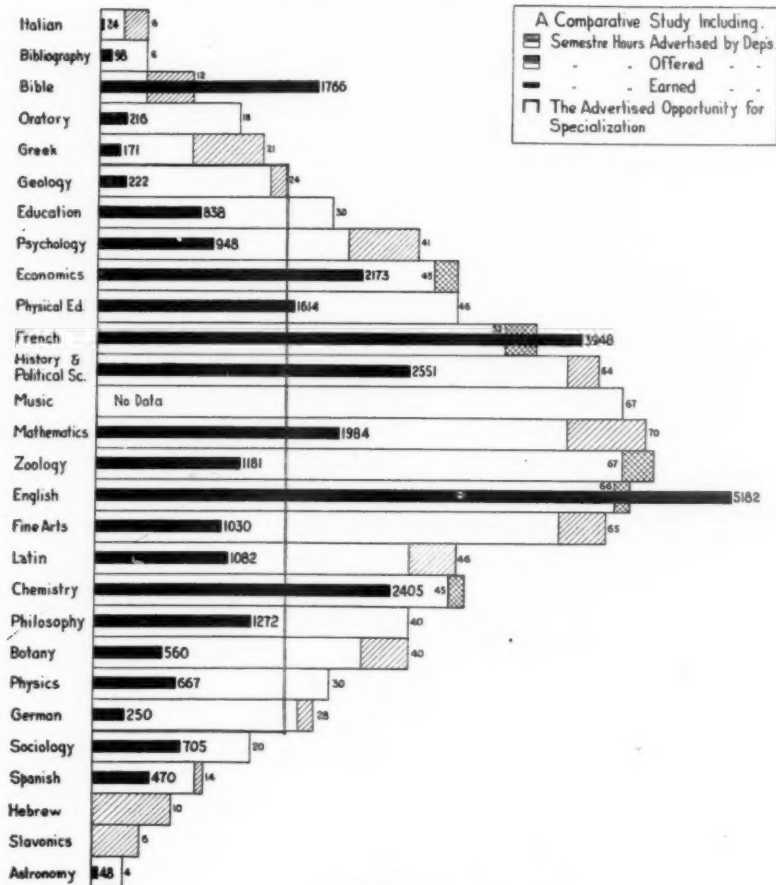


Figure -C

Of the eighteen major departments, six, at least, offer a double major of work or more, and all but two offer at least a major. (Music data not available.) In Economics, French, Zoology, English and Chemistry more work is offered than advertised. In Greek, Hebrew and Slavonics only is there any marked discrepancy between work advertised and offered. English leads in hours earned and is followed by French, History and Political Science, Chemistry, Economics, Mathematics and Bible. Of the hours earned 27,907 are within the area of specialization, and only 3,498 without this area. Of this number more than half, 1,766, are in Bible.

This is a coeducational college.

## A COLLEGE OF 400 STUDENTS

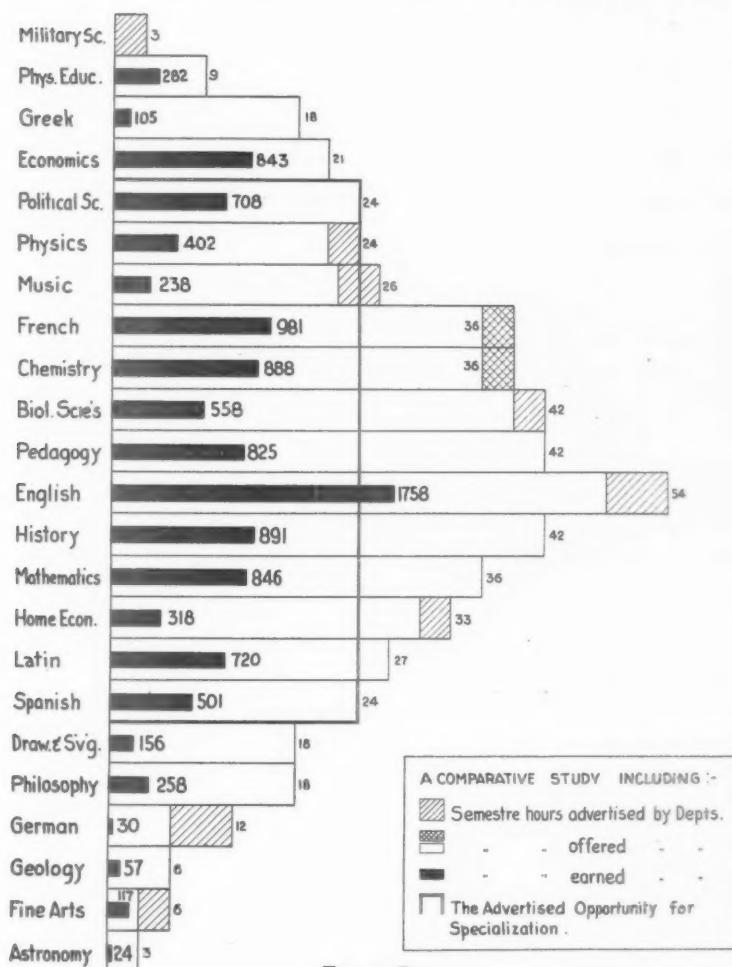


Figure-D

A coeducational college which has evidently found its task, there being a remarkable correspondence between the work advertised and offered. In all but two of its advertised majors a major or more of work is offered. In two of its majors more work is being offered than advertised: in six they exactly correspond. Of the thirteen majors two only are from the traditional curriculum. English stands first in semester hours earned. Nearly all of the majors are strong in this particular. The accidental juxtaposition of hours earned in Greek and Physical Education is interesting. Both departments are on the elective basis.

# A COLLEGE OF 400 STUDENTS

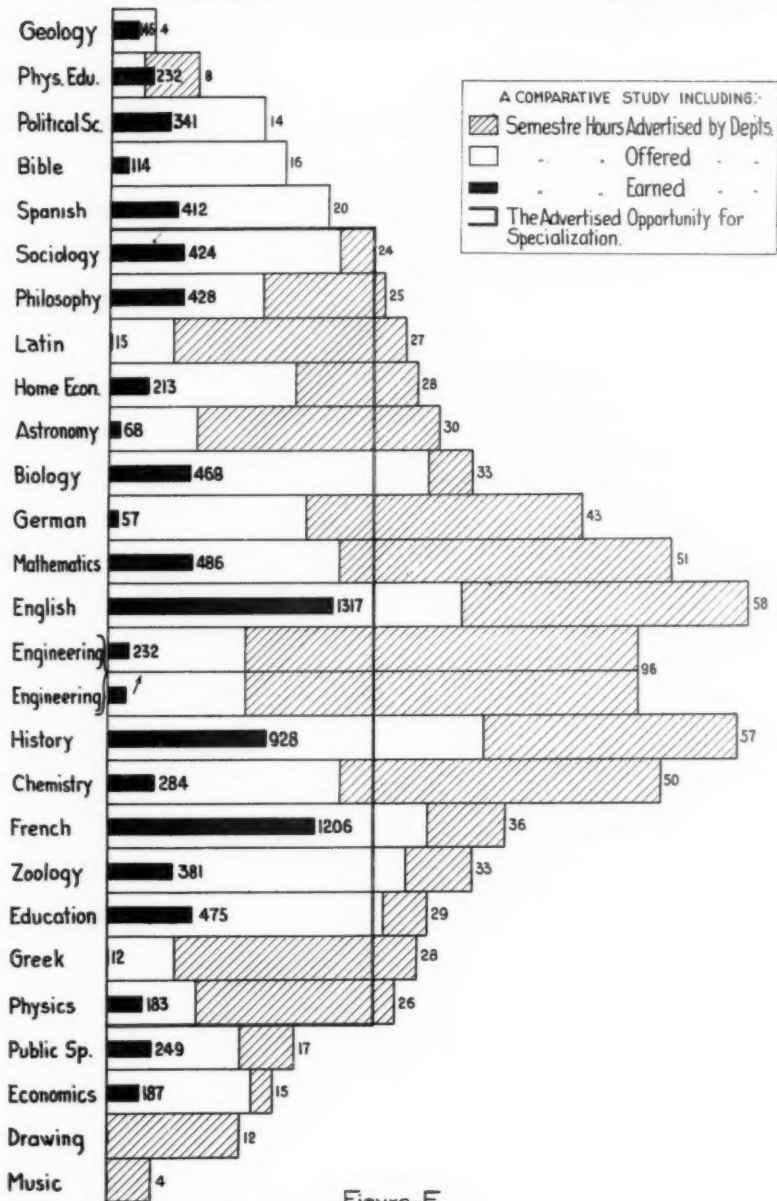


Figure-E



## FIGURE E

Another coeducational college of 400 students. This college announces eighteen major departments, including the traditional subjects, Philosophy, Latin, Greek and Mathematics. Of the eighteen, six only offer a major's work. In eight of the eighteen major departments not half of the work advertised is offered. Of the total number of major courses advertised slightly more than half are offered. Only one subject—Spanish—is advertised as a minor. In this subject as in Bible and Political Science all the work advertised is offered. In the catalog advertisement Engineering is included as a department of the college and not as a separate school. It shows the greatest discrepancy between advertisement and offering. Note three distinct groups of major departments. If in this case, as in some others, Zoology had been grouped with Biology, the hours earned in Biology would have reached nearly to the earnings of the first departmental grouping.

## A COLLEGE OF 300 STUDENTS

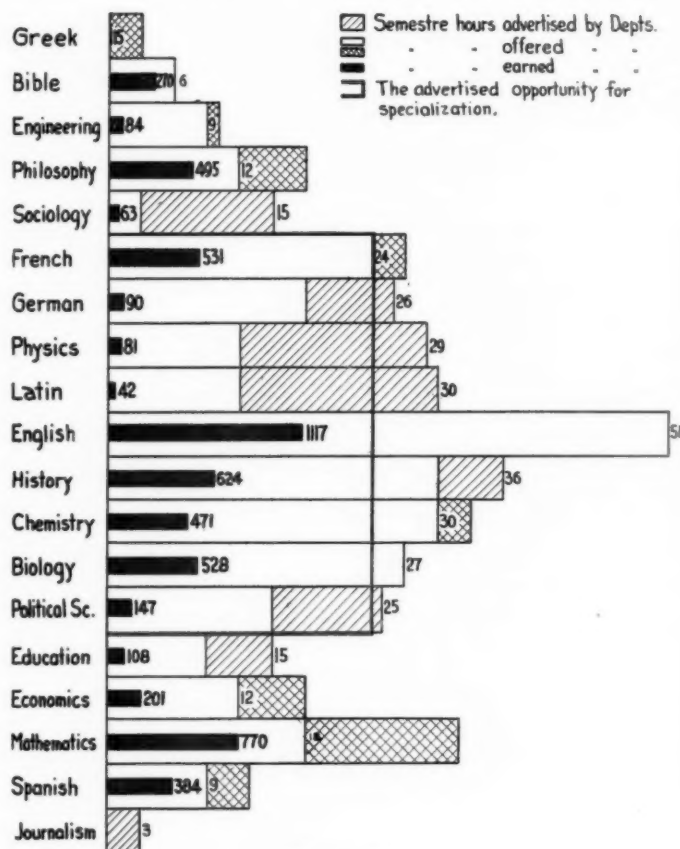


Figure-F

## FIGURE F

Figure F gives four types of information, as indicated by the legend, concerning a coeducational college of 300 students. A major or more of work is advertised in the catalog in nine departments, English assuming the central place with fifty-one semester hours. Within the area of specialization the curriculum is strikingly modern.

Mathematics does not appear among the advertised majors although in student hours earned it is second only to English.

In English and Biology the courses offered exactly correspond to the courses advertised. In French and Chemistry more courses are offered than are advertised in the catalog. In all other major departments the offerings fall short of the announcements, in Physics and Latin notably so.

Among the subjects in which a major is not provided for in the announcements more courses are offered than advertised in Greek, Engineering, Philosophy, Spanish, Mathematics and Economics; indeed, more courses are offered in the sub-major subject Philosophy than in the major subjects Physics and Latin.

In the matter of semester hours earned, English stands first, Mathematics, announced as a sub-major, second, and History, French and Biology in order. In proportion to the number of hours advertised more semester hours are being earned in Bible than in any other subject in the curriculum.

The advertised area of specialization includes nine departments. Of these, five only, French, English, History, Chemistry and Biology, are within the area of specialization measured in terms of hours earned. Add to these Mathematics, and you have a college of three hundred students specializing in five departments, although courses are being offered in eighteen departments.

## A COLLEGE OF 100 STUDENTS

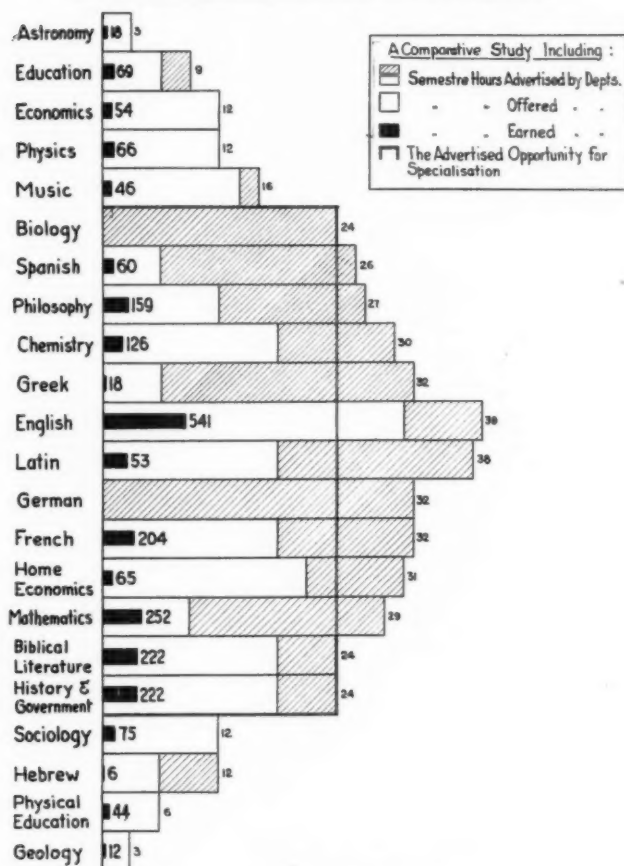


Figure-G

Thirteen major departments are advertised; a major's work in English only is offered. No minors are announced, but the equivalent of a minor's work is being offered in seven major departments. Students register to the limit of the announcements in Economics, Physics and Sociology. English leads in hours earned, followed by Mathematics, Biblical Literature, History and Government and French.

The Professor of Biology is on leave. The A. B. degree requires six semester hours in History and Government, Biblical Literature and Mathematics, and this fact is reflected in the hours earned in these departments. The college announces that it wishes especially to serve a rural field.

## A COLLEGE OF 65 STUDENTS (RURAL, MIDDLE WESTERN)

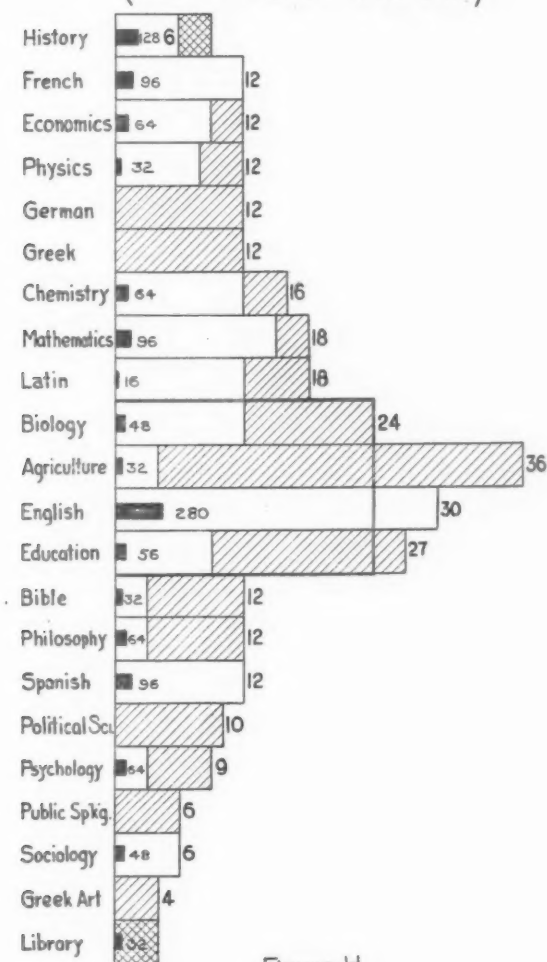


Figure-H

This is a small college with only four majors announced. There is an apparent effort to adapt the major courses to the local agricultural constituency, but the department of English alone offers all its advertised courses. In practice more work is offered in the minors than the majors (English excepted). In French, Spanish and Sociology the students take all the work advertised; in History and Library Science, more than the work advertised. The institution in hours earned is more nearly a junior college than a standard college.

# A COLLEGE OF 700 STUDENTS

Distributed in terms of courses and semestre hours  
between Social, Cultural, Professional and Scientific Training

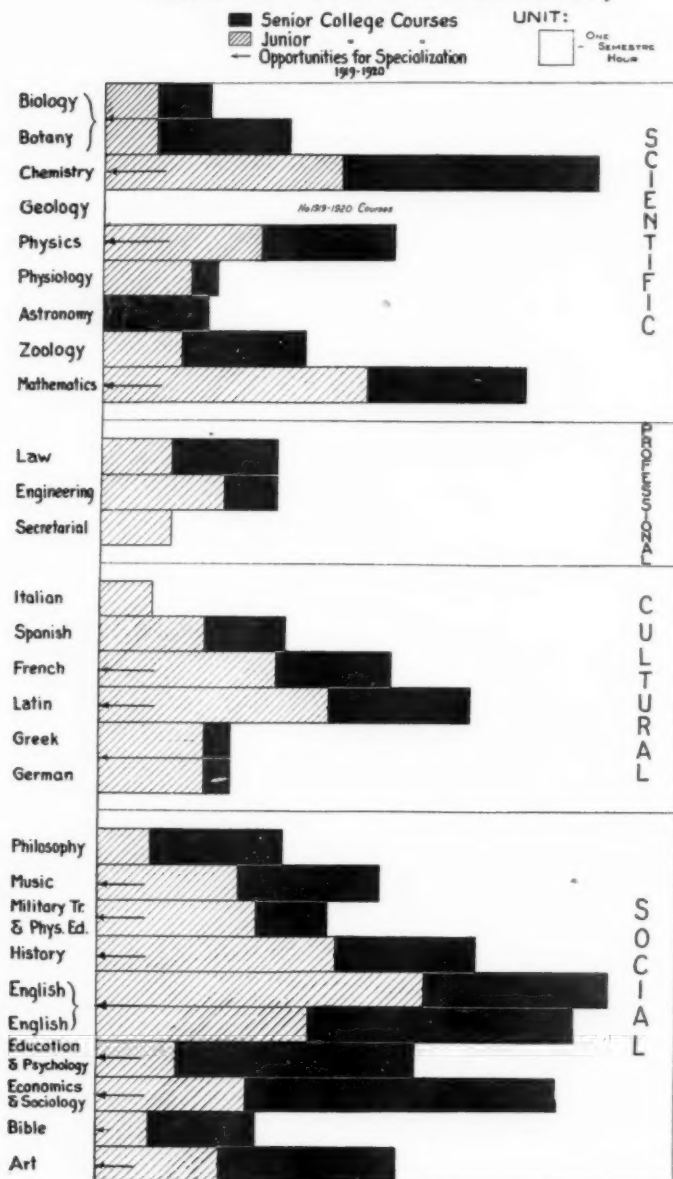


Figure 15

## FIGURE K

Figure K shows functional tendencies as well as quantitative differences. Horizontally the subjects are arranged in groups; perpendicularly the difference is shown between junior and senior college work. (Junior college work is work advertised for freshmen and sophomores; senior college work, that advertised for juniors and seniors.)

In cases where the college does not specifically state the distinction, the course is allocated according to standard current practice.

The college advertises majors in four sciences: Biology, Chemistry, Physics, Mathematics; in two languages: French and Latin; and in seven subjects not so easily classified: Music, Military Training and Physical Education, History, English, Education and Psychology, Economics and Sociology and Art. No major is advertised in the professional group. If the sciences and foreign languages may be termed *cultural* and *disciplinary*, the other subjects *social* and English both, there is a perfect balance between the two motives, English being the core of the entire curriculum.

It is impossible, of course, arbitrarily to assign a subject to one of the above classes. The qualitative element of instruction is an important determinant. However, elementary work in foreign languages and in such sciences as Chemistry, Biology and Mathematics could scarcely be referred to as having social value. The same statement applies to Art and Music in their elementary forms, especially elementary practicum. In general the large amount of junior college work included under the sciences and foreign languages of itself justifies the classification given.

There is also an approximate balance in amounts of junior and senior college work advertised. Astronomy is the only subject in which all the work advertised is of senior college grade. The largest relative proportion of junior college work is in the language group. The catalog offers elementary language work for college credit in six different languages with apparently no discount on the credit.

This is the same college as that shown in chart B. A comparison shows that the heaviest enrollment of students is in major subjects, although Physics, Latin, Music, Physical Education and Art drop out of the preferred class and the minor Spanish comes to the front.

This college states in the catalog its aim "to prepare its graduates for special distinction in whatever later callings they may choose."

# DEPARTMENTS OF ENGLISH

## DISTRIBUTED BY FUNCTION

1918 - 1919 1919 - 1920

### ACollege of 800 Students (Co-Ed)

Theory Content Mechanics Application  
Intensive Senior College Courses

Old English	Composition	Shakespeare	Journalism (Writing)	Application
Old and Middle English	Short Story	18th Century Literature	Journalism (Editing)	
Elizabethan Literature	Verse Writing	English Novel	Teaching of English	12
American Literature	18	19th Century Poetry	19th Century Prose	
	22	Contemporary Literature		32

### ACollege of 1100 Students (Women)

Theory Content Mechanics Application  
Intensive Senior College Courses

English Literature	Composition and Reading	Shakespeare	Technique of Drama	Application
Development of English Drama	Speech	Romance	Critical Writing	
American Literature	Dramatic Expression	Epic Poetry	Journalism	
Old English	Narration	19th Century Poetry	Literary Criticism	24
Middle English	Descriptive Writing	19th Century Prose		
27	Advanced Composition	Shakespeare		36

### ACollege of 350 Students (Co-Ed)

Theory Content Mechanics Application  
Intensive Senior College Courses

History of English Literature	Rhetoric	English Criticism	Teachers Course	2
Old English	6	Drama		
American Prose	13	Puritan Period	Prose 19th Century	15
			Browning	

### ACollege of 500 Students (Men)

Theory Content Mechanics Application  
Intensive Senior College Courses

Introduction to Literature of Old Test.	Argumentation	Elizabethan Drama		
American Literature	Advanced Composition (No Credit Stated)	Poetry Criticism		12
English Poets	18			



In spite of the danger incident to interjecting judgments into measurements and the other danger of appraising means of accomplishment while the ends are still under discussion, we report an effort to balance certain intellectual values of a few undergraduate departments.

These values are: first, the theory and content of a subject, including its historical development; second, its mechanics and technique from the most elementary to the most advanced form taught in college; third, the senior college courses which stress intensive work in narrow and highly specialized fields; fourth, the amount of application possible or desirable. No theoretical proportion is suggested for any case.

The departments selected for illustration, all offering courses for the full four years, are English, Foods and Nutrition, and Physical Education.

In Chart M an attempt is made to set forth this functional distribution of the content of certain departments of English. In the case of the college of eleven hundred students it is shown that approximately the same number of hours are devoted to the *theory, technique, intensive study* and *application* of English. The amount of time devoted to the mechanics of English is noteworthy in view of the heavy English requirements for entrance. The phase of theory and content is covered moderately. There is in the senior college courses copious material requiring intensive work. The most striking feature of this college's offerings is found in the field of *application*. This institution has a theatre in which types of original work are presented by student casts.

The college of eight hundred students has a fairly well balanced program with relative emphasis on intensive study. Application is confined to the two fields of journalism and teaching.

The college of three hundred and fifty students has a rather modest English program with scant attention to application and a year's work in technique.

The college of five hundred students emphasizes



theory and intensive study. Nothing appears under the head of application.

The possibilities of departments of French may be tested in the same manner and will be found to graph very much as do departments of English. Two important questions raised by the visual presentation of the facts are "How much work in mechanics and technique should be given for college credit?" and "Is it profitable to give in college modern language work which hardly goes beyond training in mechanics and technique?" Bryn Mawr College settles this question in its own case by giving no elementary and intermediate courses for credit. Various colleges meet the problem by giving one elementary course for beginners, one for entrants presenting two units and one for entrants with three units. This presents the philosophy of the issue with cruel distinctness to the small college offering such an assortment of work as elementary and intermediate French, History of the Drama, Old French and Teaching of French.

Figure N illustrates two institutions giving the B.S. degree for technical work in their Schools of Home Economics and one college of liberal arts offering a major in that department which leads to state certification of teachers.

The three departments are not comparable for this reason and for the fact that Institution II illustrates a combination of the departments, Cookery and Nutrition. The work in Nutrition is added to illustrate the possibilities of cross election in an institution offering Home Economics on this scale. It furnishes a background entirely different from that which the liberal arts college commonly supplies. It is not intended to suggest that a student could major in both departments.

Institution I offers comprehensive training in many branches of Home Economics.

Institution II offers very ample work in technique. It covers half a dozen phases of cookery. The theory and content phase goes liberally into the undergraduate fields of

# DEPARTMENTS OF PHYSICAL EDUCATION

Distributed By Function

In Courses And Semestre Hours

1. Theory Content
2. Mechanics, Technique
3. Intensive Senior College Courses
4. Application

## INSTITUTION IV.

A four year course leading to the B.A. degree and a Special Diploma

Theory Mechanics Intensive Senior College Courses Application

FOR WOMEN		Pract Work Teaching Physical Education
Theory of Physical Education	Phys Ed + Adv. Phys Ed	Pract Work, Eval
Anatomy	Medical Gym.	Pract Work, Eval
Theory of Physical Education	History & Lit.	Pract Work, Eval
Pract Work		Pract Work, Eval

FOR MEN		Pract Work, Eval
Anatomy	El. Gym	Pract Work, Eval
Theory of Physical Education	Adv. Gym	Pract Work, Eval
History & Lit.	Adv. Phys Ed	Pract Work, Eval
Pract Work		Pract Work, Eval

Credit not designated \*

## INSTITUTION V.

A four year Technical Course leading to the B.S. degree and the professional diploma.

Theory Mechanics Intensive Senior College Courses Application

FOR WOMEN		Pract Work Teaching Physical Education
Hygiene	Physical Tr.	Recreation
One of A's	A	Social Centers
First Aid	B	Advanced
Anatomy	C	Practice
	D	Phys. Ed
Applied Physiology	Fernal	The Dramatic Game
History of Phys. Ed.	Gymnastics	Art. Pers. Eval
Kinesiology	Dancing & Athletics	Playground
Educational Hygiene	Games, Rec. & Corr.	Community
Methods in Physical Education	Games & Crafts of Camping	Club Leadership
Hygiene of Childhood & Adolescence	Corrective Gymnastics	Dramatic Expression
	Club Craft	Phys. Educ.

Credit not designated \*

## INSTITUTION VI.

A five year course leading to the B.A. degree and the certificate of the Dept of Hygiene

Theory Mechanics Intensive Senior College Courses Application

FOR WOMEN		Pract Work Teaching Physical Education
Hygiene	Physical Tr.	Recreation
One of A's	A	Social Centers
First Aid	B	Advanced
Anatomy	C	Practice
	D	Phys. Ed
Applied Physiology	Fernal	The Dramatic Game
History of Phys. Ed.	Gymnastics	Art. Pers. Eval
Kinesiology	Dancing & Athletics	Playground
Educational Hygiene	Games, Rec. & Corr.	Community
Methods in Physical Education	Games & Crafts of Camping	Club Leadership
Hygiene of Childhood & Adolescence	Corrective Gymnastics	Dramatic Expression
	Club Craft	Phys. Educ.

FOR MEN		Pract Work Teaching Physical Education
Hygiene	Physical Tr.	Recreation
One of A's	A	Social Centers
First Aid	B	Advanced
Anatomy	C	Practice
	D	Phys. Ed
Applied Physiology	Fernal	The Dramatic Game
History of Phys. Ed.	Gymnastics	Art. Pers. Eval
Kinesiology	Dancing & Athletics	Playground
Educational Hygiene	Games, Rec. & Corr.	Community
Methods in Physical Education	Games & Crafts of Camping	Club Leadership
Hygiene of Childhood & Adolescence	Corrective Gymnastics	Dramatic Expression
	Club Craft	Phys. Educ.

Credit not designated \*

nutrition and dietetics and is greatly amplified by the additional special adaptation of work prescribed under the department of Chemistry. The intensive work of the senior college year goes into technical problems involving advanced laboratory methods, together with work in application requiring practice in several fields.

Institution III gives a rather simple group of subjects, apparently almost those which might be valued by any woman in the administration of her own home.

Figure 0 can only suggest current practice in Physical Education in institutions of different aims:

The institution giving a technical course centering on this major interest (together with the English, History, Science and Modern Language of the ordinary junior college years and some prescribed work in Music) gives a great amount of theory. A profession which must be prepared for chiefly in the college years, without special high school training as an entrance requirement, must of necessity also give a great deal of mechanics and technique. All the intensive senior college courses have specific reference to application.

The institution giving the five year course has built a less exclusively professional program. Its work is rather more like that of a departmental major. It does not go into intensive fields, but gives a modest amount of work in theory and health amplified by instruction in games, sports, some elementary work in correctives and the conventional work in application.

Work in swimming, dancing, outdoor sports and horseback riding is not counted toward the degree. The credit hours are hard to count in this institution and the estimates may err on the side of liberality.

The remaining institution stresses predominantly the side of theory and content. Such terms as "Physical Training" and "Elementary Gymnasium" are large enough to cover all kinds of practice on the side of mechanics and technique.

## PRINCIPLES AND TENDENCIES

Certain tentative conclusions may be stated here chiefly for the purpose of focusing attention upon questions more or less vital in the organization of the college curriculum.

1. There is without doubt *a persistence of certain traditional subjects in the catalog announcements*. No longer do these colleges announce Mental or Moral or Natural Philosophy or Metaphysics or even Logic as an unrelated subject. Philosophy, however, appears in every catalog announcement covered by this study although rarely as a major department of itself. In most instances in which there is a major in Philosophy the department includes either Psychology or Education or both.

Hebrew has almost vanished from catalog announcements. One college only among those charted advertises Hebrew and this college did not offer it during the year covered by the study.

Greek is found as an advertised study on every chart. It is a major department in the median curriculum. When it comes to hours offered and especially to hours earned, Greek is almost negligible, although one institution offers more than it advertises. Where Greek makes a stronger showing, it is usually bolstered up by a college requirement.

Latin is usually included within the announced area of specialization, although it attains the major standing in hours offered and earned, only in the college with 1,000 students and in a college in which Latin or Greek is required. Other traditional subjects such as Mathematics, History and Chemistry not only persist in the announcements, but rank high in student preference. History and Chemistry, of course, are traditional in name rather than content.

2. There is a marked *tendency toward student registration in the modern subjects*. English is uniformly the core of the curriculum. French ranks second in a surprising number of cases, its relative position as a foreign language being due undoubtedly to the war. The other subjects which colleges offer freely and which students prefer

are Chemistry, as indicated above,—another war product, no doubt—History, especially when linked with Government, and Political Science, Economics and Sociology, Philosophy (coupled with Psychology or Education) and the biological sciences. Mathematics is mentioned last, not because it falls in the last place—it is usually among the three or four preferred subjects—but because it is not “modern.” It is the most striking instance of the persistence of a traditional subject.

3. There is a tendency toward *horizontal spreading in curriculum building*. The typical college administrator continues to think of his institution as an omnibus. The prevailing ideal still is “to teach,” or at least, to advertise in the catalog, “every thing useful in creation.” This tendency is not so marked with the Congregational colleges which are among the educationally conservative groups; in this respect they are not typical. Their leaders stand for the integrity of the four years’ college course, for the liberal college of arts and sciences, for the “New England” type of American education. And yet, even here, we find a good many departments. The total number of departments of the median curriculum is 21, of the college with 1,000 students 28, of one of the colleges of 400 students, 27, and of the colleges with 100 and with 65 students, 22 each.

4. This tendency toward horizontal spreading is all the more striking when compared with the decisive *tendency toward concentration in student elections*. This has been covered by implication in the paragraph on student registration in the modern subjects. But the full significance of the tendency toward concentration was not stated there. In the college of seven hundred students which advertises twenty-four departments, the great bulk of the student registration is in nine departments. In one of the colleges of four hundred students the enrollment is chiefly in six departments. The college of three hundred students has only five departments within the area of specialization expressed in terms of student registration. In general it may be said that the stronger colleges have relatively slight

enrollment without the area of specialization. In each case, from the quantitative standpoint alone several departments could be omitted without serious interference with the work of the college.

Of course, it is not ordinarily desirable to eliminate departments only because they do not "pay" as a department store might do. It is possible to be guided by the principle of "major and service lines of work" laid down by the Bureau of Education.\*

Furthermore, these charts seem to point to certain departments as major lines of work and others as service lines of work in the college of liberal arts and sciences in accord with this principle. In ten strong Congregational colleges the media of six departments in which most students are registered, in order are English, French, History and Political Science, Mathematics, Economics and Sociology, Chemistry. In ten of the weaker Congregational colleges the media of the six in order are English, History and Political Science, French, Chemistry, Mathematics, Education and Psychology. These are the same subjects in slightly different order with Education and Psychology taking the place of Economics and Sociology in the latter list. In the college of seven hundred students there is a slight variation only: English, French, Philosophy and Psychology, Economics and Sociology, History and Mathematics.

5. It is certain that the whole subject of *college credit for beginning and intermediate work* should be carefully canvassed. There is at present great variation in the practice of excellent institutions in this matter. Many factors enter into the problem. The discussion of this point must necessarily be postponed.

6. There is also an approximate balancing in the catalog announcements of what Dr. Osler referred to as the *old humanities and the new science*. An analysis of this

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\*U. S. Bureau of Education, Bulletin 1916, No. 19, p. 50 ff. No. 26, p. 102 ff.



situation is given somewhat in detail in connection with Figure K. If one runs through the successive "areas of specialization" he will note the presence in about equal proportions of those subjects which are usually defended as of cultural and disciplinary value and those of social content and motive. Here again, however, the student registration interferes with this ideal balancing. As already pointed out, Mathematics is in practise the disciplinary subject *par excellence*, although the predominantly elementary science and language work followed in most colleges must be classified as of personal rather than social value. The disposition of college authorities is to provide both for the arts and the sciences, not to make a college with undue emphasis on either group of studies.

7. Closely akin to this point is the manifest effort in some cases to *adjust the curriculum to the constituency*. One small college with a rural constituency advertises such an adjustment in the catalog, but the students register without reference to the catalog plan. Another small college with a rural constituency advertises thirteen major departments and the students elect a major of work in one of them. The subjects chiefly taken in this college are English, Mathematics, Biblical Literature, History and Government, Philosophy, French—no striking irregularities here! As already pointed out, the same subjects are elected in the strong and the weak colleges. This may be contrasted with the enrollment in the large colleges of New York City, for instance, which is overwhelmingly vocational.\*

8. A more serious fact is that not much progress has been made or effort expended in *adjusting the curriculum to the college resources*. The weak and struggling college announces about as many departments as the strong and well equipped college. Undoubtedly in many colleges much

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\*Columbia requires of all freshmen a 5 hour course in *Contemporary Civilization*, and the College of the City of New York requires a course of senior college students on *American Civilization*.

work is advertised which could not possibly be offered if by some unexpected turn of the wheel of fortune students should register for the work. Some of the offerings of colleges, furthermore, are on false assumptions as to cost of instruction. It is not more economical to maintain a Professor of Latin with small classes than a Professor of Chemistry with large classes. In the studies of the cost of the student clock hour at the University of Washington\* it was shown that in that institution Latin and Greek were among the most expensive subjects to teach and the sciences the most economical. No college studied would profess that it had adjusted its curriculum entirely to its resources. Few colleges or even standardizing agencies have seriously faced this problem. Attention is called to "Administrative Suggestion" number six of the Regents of the State of New York, effective July 1, 1920—"The curriculum should have justifiable relation to the resources of the institution."\*\*

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\*U. S. Bureau of Education, Bulletin 1916, No. 26; U. S. Bureau of Education, Bulletin 1919, No. 15.

\*\*Regents Rules, Section 24 and 400-c.

